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ABSTRACT

The effectiveness of the seven-period schedule implemented at a rural high school in southwestern Virginia and the feasibility of extending the system to other high schools were assessed. Topics of study included whether students chose to take additional courses, which courses were selected, problems for students and faculty created by the extended day, effects on student performance, disciplinary problems, effects on teacher stress and performance, and additional costs incurred. Focus was on outcome-type goals. Data sources included interviews, questionnaires, and school and county board records during the 1985-86 school year. The study sample included 76 faculty members and 977 students. Results suggest that the seven-period day was an effective alternative to the six-period day. It appears that students will take additional courses if given the opportunity. The impact of higher enrollment carried across classes. Comparison of costs of the six- versus seven-period schedule revealed that the latter was more favorable. Eight data tables conclude the document. (TJH)

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Extending the School Day: An Evaluation Study of a Seven-Period Class Schedule

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EXTENDING THE SCHOOL DAY: AN EVALUATION STUDY OF A SEVEN-PERIOD CLASS SCHEDULE

Summary

The purpose of this study was to evaluate the effectiveness of the seven-period schedule implemented at a rural high school and to judge the feasibility of implementing a comparable schedule in all of the county (three others) high schools on a permanent basis. In order to facilitate the evaluation, several areas of inquiry were identified. Questions of interest included: Did the students take advantage of the opportunity to take additional courses? If so, which ones were selected? Did an extended day create problems for students and/or faculty? If so, what kind of problems/concerns were encountered? Was students' performance affected? Did students' behavior (disciplinary problems) occur? Did the lengthened school day increase stress or otherwise affect teachers' performance? Were additional costs incurred? If so, how much?

Data pertinent to the evaluation were obtained from various offices at the high school and the county school board. Data regarding perceptions of faculty and students were obtained from questionnaires. Interviews were also conducted with relevant stakeholders.

Evidence of the research suggested that the seven-period day was an effective alternative to the six-period day. The results of the study showed that students would take additional courses if given the opportunity. The impact of higher enrollment varied across classes. Cost comparisons between the two schedules were revealing and favored a seven-period format.

Recent national studies on education, including A Nation at Risk, The Carnegie Report, and A Place Called School have sparked strong criticism about the educational system in the United States. The National Commission on Excellence in Education (1983), in its report A Nation at Risk, charged that when "compared to other nations, American students spend much less time on school work." This condition, coupled with other deficiencies, impacts negatively on our nation's schools and places us in an unfavorable competitive position. To alleviate the problem the Commission made several recommendations designed to strengthen our schools. Among those directed at high schools were pleas for a stronger foundation of basic education. Favored were programs of study that consisted of a heavy load of academic subjects, including four years of English, three of math, three of science, and three of social studies. Computer science and foreign language requirements were also emphasized. To accommodate the heavier course load that would be required of the proposed curriculum, the report suggested that school systems and state legislatures consider lengthening the school year and/or extending the school day.

In response to the national reports, many state legislatures and school boards examined their educational systems and evaluated their programs. In 1985, the General Assembly of Virginia requested that the Department of Education conduct a feasibility study to facilitate the implementation of a seven academic period day for high school students. Their Executive Summary

Report (1986) indicated that, in order to implement a seven-period day, several alternatives should be considered, including lengthening the school day or reducing the number of class hours required per unit of credit awarded.

Consideration of seven-period schedules was of particular concern to school systems within the state of Virginia since state school policy favored increasing the number of Carnegie units for graduation and requiring 22 units for the most prestigious diploma. This attitude was exacerbated by major state university requirements for admission. Not only would students have to qualify for the 22 unit diploma, but successful completion of specific course work would also have to have been completed by university applicants. As a result the seven-period schedule was adopted by many Virginia school systems and was being considered by 49 more including the one involved in the current study. It was believed that information about the effects of implementing a seven-period schedule ought to be collected and evaluated before adopting it on a widespread basis.

In a review of literature it was determined that modifications to what are considered a seven-period day were in existence and included the extended school day, a plan which increases the number of hours during which the school operates, and flexible scheduling, which adapts the time allocated to classes to meet instructional requirements. Since neither of these two schemes were utilized in the existing study, we incorporated only related literature which focused on material about schedules which added additional class periods.

One such study by Adachi and Kim (1983) listed many advantages including the increased use of existing facilities, the retention of elective courses that may be in jeopardy of being eliminated from the curriculum and the use of additional class sections for purposes of advising students and for professional development. They also noted that the teaching load of most faculty would not increase and that the length of the school day would not have to be extended in most cases. Scheduling conflicts could also be reduced. The research of Goldberg (1983) echoes Adachi and Kim's findings and adds that the schedule enables schools with smaller staffs the luxury to offer courses, comparable in number, to schools with larger staffs. Joy Frechtling (1983) conducted an analysis of the impact of the seven-period schedule reported in the Goldberg study and concluded that

> ...students took advantage of expanded offerings with the number of sections of academic courses increasing by 7%. In both six- and seven-period day schools, total course offerings decreased slightly from 1981-82 to 1982-83, but seven-period schools added academic courses. Despite school enrollment declines, course enrollment increased in both types of schools, growing 11.7% in the seven-period schools. Both 'academic' and 'non-academic' departments in the seven-period schools gained enrollment, with increases of over 2,500 students in business, home economics, and industrial arts, and over 1,000 in physical education, art, foreign languages, social studies, mathematics, and science. In six-period schools, however, only mathematics gained over 1,000. Students used seventh periods to acquire vocational and life skills as well as to add academic courses. The seven-period day affected tenth and eleventh graders' course selections, but not those of twelfth graders. The seven-period day affected students of

> all achievement levels equally; the shift toward taking a slightly greater proportion of non-academic courses was similar for both high and low achievers. (Frechtling, 1983, p. 7)

Based on beliefs about the advantages of seven period schedules, school systems within the nation have adopted them or are giving them favorable consideration.

There is not doubt that the seven-period schedule will offer students an opportunity to take more courses, but some researchers indicate that academic achievement will increase only modestly – and at great expense (Mazzarella, 1984, pp. 14-20). And others are hesitant about making a scheduling change recommendation that may have negative results. For example, Goodlad (1983) suggests that "we can make better use of the time that is now available instead of adding time" (p. 99). It has been estimated that less than 30% of the average school day is devoted to instruction. Rather than extending the school day or year, more efficient time management and re-evaluation of the importance of non-instructional activities are recommended. Gilman and Knoll (1984) and Justiz (1984) suggest that "instead of lengthening school days and years, schools should efficiently include rescheduling school days to include solely academic courses and instituting mastery learning" (pp. 483-485).

Arguments for lengthening the school day and/or year are predicated on the notion that more time devoted to learning will yield proportionally higher achievement scores. Research reveals, however, that the correlation

between time and achievement is far less than predicted. "The quality of instructional time is more important than quantity; moreover, the cost of extending school time is disproportionate to any resulting instructional gains" (Ellis, 1984, p. 3).

A review of time on task research including length of day, reveals that time is not the only variable related to student achievement. Increasing time in school will not automatically increase student achievement or raise standardized test scores. Over variables such as corrective and immediate feedback, attention to and transfer of prior learning, and active participation of the teacher with students are also important. Quality of time spent in the classroom then clearly becomes a significant correlate to achievement (Quartarola, 1984, p. 11). Although policymakers have recently tended to call for longer school days or years, such reforms might be ineffective or counterproductive if they fail to take into account the interactions between time and other determinants of learning, including the role of the student in allocating time.

It is apparent from the above literature that controversy exists about the advantages of a seven-period schedule. It was believed that additional information about its impact ought to be collected and analyzed. The immediate purpose that such a study would serve would be to provide a basis for making a decision about whether the schedule should be adopted on a system-wide basis in subsequent years. The above purpose was directly related to the needs of the system in which the study was conducted. Other

purposes served by the study that are more generalizable include the provision of a framework for conducting other evaluation studies on extended school days by identifying and specifying variables that should be examined, including variables that relate to students, faculty, and costs. Another benefit is that it provides empirical criteria with which the findings of other studies can be compared. Finally, the information derived can be valuable to both the Commonwealth of Virginia's Department of Education and to similar agencies and school systems in other states.

Procedures/Methodology

This study was conducted to obtain information about the effectiveness of a seven-period schedule in a rural high school in a county in southwestern Virginia. The high school served grades eight through twelve and enrolled 1207 students. The study was conducted during the 1985-86 school year. The study was framed in an evaluation mode and basically was a pre-post design in which comparisons were made on selected student, faculty, and budget variables for the 1984-85 and 1985-86 school years. The specific questions (and related corollaries) that were addressed included:

1. Did students avail themselves of the opportunity to enroll in extra classes?
    a. What were some of the characteristics of students who elected the extended schedule?
    b. What courses were selected?
    c. What effect did the seven-period schedule have on the grades and failure rates of students?

2. What was the impact of the seven period schedule on non-cognitive facets of student behavior?
    a. What behavioral problems (i.e., discipline, absenteeism, dropout rates) occurred?
    b. What effect did the seven-period schedule have on student participation in extracurricular activities?
    c. What were student attitudes toward the schedule?
3. What impact did the seven-period schedule have on faculty?
    a. How did it affect their work load?
    b. What were their attitudes toward the schedule?
4. What was the dollar cost of implementing the schedule?

Data sources to address the above questions included information collected and maintained by school office administrative staff, guidance office staff, and questionnaires administered to students and faculty. Surveys were developed, after inquiring from school board members what information would be most helpful to them in making decisions about a seven-period day. The kind of information they desired might best be described, in terms of evaluation jargon, as outcome measures. That is, they were interested in the effects that a seven-period schedule might have and in comparing those effects to similar information for the prior year, during which time the school operated on a six period schedule. Thus the focus of the study was directed toward outcome type goals and serious efforts to gather context and process information from the study were not made. Only tangential effort was devoted to problems of implementing the seven-period system and keeping it operable.

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All faculty (76) were surveyed. The return rate of questionnaires was 75%. Every student (977) present on the day the student questionnaire was administered made a response. Cost analyses were conducted using selected categories of the county budget, i.e., salaries, benefits, and instructional supply costs, adjusted for 14.6% across the board salary and benefit increase between 1984-85 and 1985-86.

Findings/Students

Students did take advantage of the seven-period day by enrolling in more courses. Thirty-three percent of all students took seven subjects, as follows: grade 9 – 48%; grade 10 – 59%; grade 11 – 30%; grade 12 – 20%. Eighth grade students were not encouraged to take seven subjects and only 3% did so. Of the additional courses taken by students, 48% took an elective, 9% took a core course, and 18% took an elective and a core course. The foreign language department had the highest increase in enrollment, 121 students, an increase of 34% over 1984-85. The second and third largest gains were in business (113/ +36%) and art (104/ +163%). The only significant losses were in social studies (102/ -11%) and industrial arts (16/ -16%).

The mean grade point average (GPA) for all students remained approximately the same, being 2.63 for 1984-85 and 2.65 for 1985-86. But when we made comparisons of GPA's between students who took a maximum load of courses in 1984-85 (maximum = six subjects), and 1985-86 (maximum = seven subjects) fluctuations were noted. (See Table 1). The overall GPA for

eighth grade students taking the maximum load was 2.73 in 1984-85 compared to 2.68 for 1985-86, a decrease of .05. Ninth graders taking a maximum load experienced the greatest decline in GPA, 2.81 in 1984-85 compared to 2.30 in 1985-86. Tenth graders also showed a slight decrease in overall GPA but substantial increases were made by eleventh and twelfth graders, +.71 and +.43 respectively. Reasons for observed GPA differences between upperclass students and underclass students can only be speculative at this point, but may be related to pressures on ninth and tenth graders to take a sufficient number of courses to qualify for a "prestigious" 22 unit diploma. It is reasonable to assume that many students who are not academically qualified are being encouraged to attempt unrealistic course loads.

It can also be said that more females than males seemed to take advantage of added course offerings made available by the seven-period schedule. This was true for all grade levels except the eighth grade, where students were discouraged from taking seven academic courses. Moreover, for grades nine through twelve, females taking the maximum number of subjects earned higher grade point averages than males.

There were also shifts in GPA's within departments. The greatest increase was in music, .59. Agriculture was second, .52. The most negative changes were in foreign language, -.42; art, -.60; and home economics, -.80. The overall failure rate increased from 5.4% to 5.7% between the two years. See Table 2 and 3 for additional summary data on enrollment, grade point average, and failure rate.

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Basically the data in these tables indicate that the schedule was a popular one, as evidenced by the approximate ten percent increase in enrollment between the two years. And the general lack of a major negative impact on student achievement, i.e., GPA's and failure rates, suggest that it had a favorable result. However, the data about achievement are not easy to interpret. We carefully examined them to try to determine if some specific and precise conclusions about the impact of the seven-period schedule on student performance might be made. Regrettably there is little that could be said. In the eleven departments that experienced an increase in enrollments, the GPA's rose in four and declined in seven. Larger declines in GPA seemed to be associated with heavy increased enrollment (i.e., Art, Home Economics, Distributive Education, and Foreign Language in Table 2). But even that observation is a speculative one.

Similarly, the data in both Tables 2 and 3 reveal a disassociation between GPA change and failure rate. Logically one would expect that failure rates would increase as GPA's decline; and that failure rates would decrease as GPA's increase. The data do not support such a belief. In the twelve comparisons made between GPA change and failure rates for 1984-85 and 1985-86, a consistent pattern emerged in only five cases, (i.e., language arts, science, agriculture, distributive education, and industrial arts). Our conclusion is that the overall effect of the program on student performance is indeterminate and that individual departments need to monitor the progress of students themselves and make their own judgements.

As attention is focused on the effect of the newly adopted schedule on disciplinary problems, we believe that positive effects were the result. Our conclusion is supported by the following data. The number of students involved in minor discipline problems decreased during the 1985-86 school year. The number of offenses and days served in detention decreased for both males and females. Males committed 17% fewer minor offenses and served 18% fewer days in detention while females committed 16% fewer offenses and served 11% fewer days in detention. The number and percentage of major discipline cases also dropped. Suspendable offenses decreased by 22% for males and 23% for females. Males spent 32% fewer days in suspension and females spent 27% fewer days. The attendance rate for the two years remained constant at 94%. The dropout rate, 5%, was also unchanged.

Overall participation in extracurricular activities increased. (See Table 4). This was true for all club areas, including scholastic and honor clubs, service clubs, and subject related clubs. Participation in extracurricular athletics declined by three percent, due largely to the elimination of the indoor track program during the 1985-86 year.

Student attitudes about the seven-period schedule were mixed, with those taking advantage of the opportunity to enroll in more courses having a more positive attitude. The student body was evenly divided (46% favorable, 47% unfavorable) about permanent adoption. Sixty-seven percent said it was more stressful; 70% said it placed additional demands on them; 64% said they did not have enough time to eat lunch; and 80% indicated that they did not

have enough time to change classes. On the other hand, 75% said that they enrolled in more courses and 64% said they spent more time on homework.

A larger percent of students who took seven subjects responded favorably in terms of the seven-period schedule meeting their graduation, diploma, and scheduling needs; 60% of them opted for the new schedule on a permanent basis. Only 34% of the students who took five subjects wanted the new schedule to be permanent. (See Table 5 for summary statistics about the attitudes of students toward the schedule).

College-bound students were more likely to have favorable views toward the seven-period schedule; 73% said it helped them meet graduation requirements; 77% said the new state mandated diploma requirements could be better met; and 65% indicated it enabled them to meet their scheduling needs better.

Findings/Faculty

The work load for faculty was computed by dividing the number of students enrolled in a department's classes by the number of full time equivalent faculty assigned to the department. The changes that occurred between the 1984-85 and 1985-86 school years are presented in Table 6, which shows that the faculty work load, as measured by student enrollment per teacher, did increase. The most dramatic change occurred in the art department, where average daily enrollment jumped by 57 students, 89%. The business and agriculture departments also experienced major increases, 47%

and 34% respectively. The student/faculty workload index increased for every department except industrial arts, which had a 16% decrease.

While the number of teaching periods for full time faculty members did not change from the 1984-85 school year, additional non-teaching assignments were given. They included study hall, club administration, and supervisory assignments. No additional compensation was given for these assignments.

Information about faculty attitudes was gathered through a questionnaire administered to the high school faculty. Like the responses of students, faculty feelings were mixed. On the positive side, they thought the schedule was beneficial to students by helping them meet both graduation requirements and the state's diploma requirements. On the negative side, over half thought the schedule caused more stress for them. Overall, 52% of the faculty would adopt it on a permanent basis. (Summary statistics about faculty attitudes are provided in Table 7).

With the increased work load, as measured by student enrollment, and the perceived increase in stress, it might be expected that such factors would have a negative impact on teacher performance. One measure of that performance might be faculty absenteeism. Accordingly, absentee rates were computed for the 1985-86 year and compared to 1984-85. The rate was six percent (2% for males and 7% for females), a reduction of 2% over the prior year.

Findings/Costs

Expenses used to calculate the dollar costs of implementing the seven-period schedule were categorized into faculty salaries, benefit costs, and instructional materials. These amounts were compared to similar expenses for the 1984-85 school year. Summary cost data are presented in Table 8.

The professional salaries were $1,237,088 in 1984 and $1,468,022 in 1985, an 18.7% increase. This includes cost for additional staff and salary increases over the prior year. There was also a 17.7% increase in fringe benefits, largely due to the 14.6% teacher raise in salary and fringe benefits. These added costs were adjusted for increases in salaries and benefits given during the 1985-86 school year. Thus, the total professional expenses was reduced by 14.6% to derive an adjusted cost. When the 1985-86 comparisons, using adjusted costs, are made to the 1984-85 figure, there was a net 2.9% increase in salaries and benefits for the 1985-86 year. The actual dollars spent for instructional supplies were $44,373 in 1984 and $47,436 in 1985, representing a 6.9% increase. In summary, the total adjusted cost to implement the seven-period schedule was $47,741, an increase of 3% over the previous year.

To further examine the effect of the seven-period schedule on costs, an alternative method was used. During 1985-86, 1.8 additional full time positions were added to the faculty. The personnel costs (salaries and fringe benefits) equalled $51,431. When added to identifiable instructional costs, $3,063, there

was a total added costs of $54,494 for implementing the seven-period schedule. A cost per student, per class was calculated. The enrollment figure was determined by multiplying the number of students times the number of classes in which they were enrolled. The 1984-85 unit cost was $264 per student, per class. The 1985-86 figure was $248, $16 less per student, per class – a per course savings of 5.8%.

Discussion

Of primary importance in the evaluation study was the finding that, when given an opportunity, students enrolled in additional courses. Enrollment increased in ten of thirteen departments. Anticipated heavy enrollment increases in academic subjects did not occur, and elective and vocational courses profited. Findings of increased enrollment are similar to those reported by Goldberg (1983) and Loper (1985).

Enrollment in seven courses by upperclassmen (11th and 12th graders) did not match that of 9th and 10th grade students. A possible explanation for this may have been that the older students had already formulated their plans of study and saw no reason to alter them, or that they did not experience the pressure to qualify for the increased standards of graduation from high school, or admission to college that would soon be invoked in the state. It is our contention that a higher percent of younger students (i.e., ninth and tenth graders) enrolled in seven courses to meet requirements for selected diplomas, (twenty two units required for the most prestigious one). This may

also have had a detrimental effect on freshman grade point averages, which declined from 2.81 in 1984-85 to 2.30 in 1985-86. An alternative explanation for the decline may be that less capable ninth graders (when compared to upperclassmen) enrolled in more courses.

Students taking the heaviest loads were more favorably disposed toward the new schedule. Sixty percent of those taking seven subjects favored adopting the new schedule on a permanent basis, compared to 34% of those taking five subjects. An obvious explanation for the difference is that those taking a maximum load were doing so to meet their course needs. Reasons for the negative attitudes of those with lighter loads can only be hypothesized. Perhaps it reflected a negative attitude toward pressure to enroll in more courses--sour grapes so to speak.

One of the fears that occurs with changes of the type addressed in this study is that adverse outcomes will result. So the findings that overall GPA and failure rates did not change significantly, that absenteeism held steady, that the dropout rate was constant, and that student participation in extracurricular activities was not adversely affected, were viewed as positive results. The improvement in discipline within the school, as measured by the number of minor and major offenses, was a pleasantly surprising finding.

Given that the average daily enrollment per teacher increased by 15 pupils per day (approximately 15%), it is surprising that the attitude of the faculty toward the seven period schedule was not more negative. Perhaps the overall average student/faculty index increase was so low that it was not

perceived as significant by the faculty. Also information in Table 7 shows that only about one in six faculty thought his/her teaching periods increased. Possibly the favorable attitude may have been due to the fact that the teachers had received a large raise the year the schedule was implemented. Regardless, that they failed to overtly object to increased administrative and supervisory assignments is genuinely remarkable. The logic of the argument presented by the administration for justifying the added duties must have been strong indeed, or the dedication of the teachers in the school unquestionable. It would be interesting to conduct a follow up of this matter to see if the faculty's attitude about work load will change in future years.

One of the major fears that those in leadership positions in schools must confront is whether the benefits derived from implementing educational practices are worth the dollar costs. The findings relevant to that matter were very favorable. While some increased costs did occur because new faculty were hired, the benefits derived, as measured by per pupil costs, were highly favorable. Per pupil costs for instruction and material expenses dropped from $264 per pupil to $248. This finding is comparable with those of a comprehensive study requested by the Virginia Legislature in 1985. Many school divisions reported that requirements for increased staff were less than anticipated, and some said that no additional staff were required.

Conclusion

As we reflect on the value of this study we would be remiss if we did not mention some of its limitations. One is that the evaluation focused primarily on outcome type variables. That is, we attempted to determine the effects of the seven-period schedule had on faculty, students and the budget. None that were highly negative emerged and our conclusion, based on the data was that the new schedule was viable. Indeed, as a result of the findings, a decision to implement a seven-period schedule in other schools in the system was made.

We regret that attention was not devoted to the acquisition of context and process information. Such data may have revealed trouble spots with faculty and students that occurred during the implementation process. This data might have been of value for designing strategies to facilitate the adoption in the other schools in the system. Regardless, sufficient evidence was gathered which enabled the school board, the superintendent and other decision-making staff to opt for system-wide implementation.

There are other benefits of a study of this type which we think are more generalizable. One is that it provides a framework for conducting evaluation studies on extended school days by identifying/specifying variables that should be examined. In this particular study, variables that related to students, faculty, and costs were scrutinized. The other benefit is that it provides empirical criteria with which the findings of other studies can be compared. The major findings of this study revealed that there was a substantial increase in course enrollment, particularly for ninth and tenth

graders, and a marked decrease in discipline cases. Taking seven courses tended to lower the GPA's of ninth graders, but an increase for eleventh graders was observed. There was a 3% increase in the total cost, but the per-unit cost was lower. Most other variables were not affected. Students were evenly divided about making the change permanent. Students who took seven courses were much more favorably disposed than were those who only took five. Faculty tended to think that the seven-period schedule helped students meet graduation and diploma requirements but were also fairly evenly divided about adopting it on a permanent basis.

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Table 1

Grade Point Average of Student Enrolled in Maximum Number of Subjects in the Years 1984-85 and 1985-86

Grade		1984-85 (6 Subjects) Enrollment	1984-85 (6 Subjects) G.P.A.	1985-86 (7 Subjects) Enrollment	1985-86 (7 Subjects) G.P.A.	Difference in GPA
8						
	Male	67	2.67	7	2.68	+.01
	Female	108	2.79	0		
	Total	175	2.73	7	2.68	-.05
9						
	Male	79	2.64	56	2.09	-.55
	Female	109	2.98	71	2.43	-.45
	Total	188	2.81	127	2.30	-.51
10						
	Male	85	2.74	57	2.68	-.06
	Female	82	2.96	91	3.04	+.08
	Total	167	2.85	148	2.80	-.05
11						
	Male	60	2.75	25	3.24	+.49
	Female	85	2.63	43	3.58	+.95
	Total	145	2.69	68	3.40	+.71
12						
	Male	30	2.42	17	2.90	.48
	Female	29	2.63	22	3.01	+.38
	Total	59	2.54	39	2.97	+.43

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Table 2

Enrollment and Grade Point Average by Department 1984-85 and 1985-86

Department	1984-85 Enrollment	1984-85 GPA	1985-86 Enrollment	1985-86 GPA	% Difference Enrollment	GPA Difference
Math	815	2.24	857	2.44	+ 5.2	+ .20
Language Arts	1,200	2.73	1,303	2.50	+ 8.6	-.23
Science	820	2.36	903	2.28	+ 10.1	-.08
Social Studies	933	2.23	831	2.23	-10.9	.00
Foreign Language	358	3.33	479	2.91	+ 33.8	-.42
Physical Education	755	3.10	764	2.80	+ 1.2	-.30
Music	286	3.07	305	3.66	+ 6.6	+ .59
Business	313	3.00	426	3.09	+ 36.1	+ .09
Agriculture	227	2.02	272	2.54	+ 19.8	+ .52
Distributive Education	79	3.00	102	2.70	+ 29.1	-.30
Art	64	2.50	168	1.90	+ 162.5	-.60
Home Economics	113	3.50	155	2.70	+ 37.2	-.80
Industrial Arts	101	2.64	85	2.68	-15.8	+ .04
Total	6,064	2.63	6,650	2.65	+ 9.7	+ .02

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Table 3

Failure Rate by Department 1984-85 and 1985-86

Department	1984-85 Enroll-ment	1984-85 No. Failed	1984-85 %	1985-86 Enroll-ment	1985-86 No. Failed	1985-86 %	% Difference (1984-85/ 1985-86)
Mathematics	815	51	6.3	857	59	6.9	+.30
Language Arts	1,200	48	4.0	1,303	82	6.3	+2.30
Science	820	62	7.6	903	74	8.2	+.60
Social Studies	933	69	7.4	831	58	7.0	-.40
Foreign Language	358	13	3.6	479	14	2.9	-.70
Physical Education	755	32	4.2	764	23	3.0	-1.20
Music	286	0	0.0	305	3	1.0	+1.0
Business	313	7	2.2	426	13	3.1	+.90
Agriculture	227	21	9.3	272	19	7.0	-2.20
Distributive Education	79	0	0.0	102	2	2.0	+2.00
Art	64	9	14.1	168	21	12.6	-1.50
Home Economics	113	4	3.5	155	5	3.2	-.30
Industrial Arts	101	9	8.9	85	5	5.9	-3.00
Totals	6,064	325	5.4	6,650	378	5.7	+.30

ws20T3

Table 4

Number and Percent of Students Participating in Extracurricular Activities

	1984-85 Number of Participants	% of Students	1985-86 Number of Participants	% of Students	% Difference (1984-85/ 1985-86)
Scholastic and Honors					
Male	115	20	158	27	+7
Female	184	31	239	40	+9
Total	299	26	397	33	+7
Service					
Male	288	51	362	61	+10
Female	311	52	362	61	+9
Total	599	51	724	61	+10
Subject-Related					
Male	70	12	114	19	+7
Female	94	16	174	29	+13
Total	164	14	288	24	+10
Athletic					
Male	354	62	343	57	-5
Female	201	34	196	33	-1
Total	555	48	539	45	-3

ws20T4

Table 5

Comparative Attitudes of Students Taking Seven Subjects vs Students Taking Five and Six Subjects

	Percent Responding YES		
	5 Subjects Taken	6 Subjects Taken	7 Subjects Taken
Better helps me meet graduation requirements	58	77	83
Better helps me meet state diploma requirements	55	79	84
Additional demands placed on me	69	68	80
More effective schedule	51	64	73
More stressful schedule	72	66	71
Should adopt on a permanent basis	34	45	60

ws20t5

Table 6

Average Daily Student Enrollment Per Teacher by Department

	1984-85	1985-86	Enrollment Difference (1984-85/1985-86)	% Difference
English	119	124	+5	4
Math	110	114	+4	4
Physical Education	134	158	+24	18
Science	124	131	+7	6
Social Studies	116	120	+4	3
Music	145	161	+16	11
Art	64	121	+57	89
Foreign Language	128	134	+6	5
Agriculture and Horticulture	74	99	+25	34
Distributive Education	41	51	+10	24
Home Economics	62	79	+17	27
Business	73	107	+34	47
Industrial Arts	101	85	-16	-16

ws20T8

Table 7

Faculty Attitudes Toward the Seven-Period Schedule

	Percent Favorable Responses
Helps students meet graduation requirements	66 Yes
Helps students meet diploma requirements	69 Yes
Is more stressful	38 No
Is more efficient	53 Yes
Provides just as much time for conferencing/planning	62 Yes
My number of teaching periods has increased	83 No
Should adopt on a permanent basis	52 Yes

ws20t7

Table 8

Cost Comparison of the 1984-85 (Six Period Day) and 1985-86 (Seven Period Day)

Year	Salaries	Benefits	Supplies	Total
1984-85	$1,237,088	$291,869	$44,373	$1,573,330
1985-86 (actual)	1,468,022	343,529	47,436	1,858,987
1985-86 (adjusted)	1,273,237	300,397	47,437	1,621,071

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